A PROFESSIONAL LEARNING CYCLE

Evidence/data – based decision opportunities

Plan **2 or more team meetings**

1. Examine data/evidence to determine an area of need related to student achievement and/or engagement.

2. Select a learning focus (e.g., for a 2-4 week module/unit) that addresses the area of student need; select curriculum expectations; 'unpack' to acquire a common understanding of expected student learning

3. Determine educator learning (i.e., what and how) required to address the area of student need (e.g., review current instructional practice and research related to learning goal)

4. Plan 'with the end in mind' – Decide what evidence will indicate that the area of student need has been addressed. Develop evaluation task and scoring tool, tracking tool (e.g., mark book, data wall). Design instruction using research based instructional strategies* and a differentiated approach (DI).

Act **1 or more team meetings**

5. Implement evidence-based strategies and actions

- Implement instruction adjusting as needed based on ongoing assessment
- Engage in professional learning (e.g., co-teaching, peer observation, lesson study, coaching/mentoring) to build a collective understanding of the instructional approach
- Access professional learning resources (e.g**.,** release time, class coverage, learning materials, subject-specific support and a DI knowledgeable team leader)

Observe **1 or more team meetings**

6. Monitor - student learning and educator learning

- Share and examine evidence of student learning, record on tracking chart/data wall, devise next steps
- Share instructional practice, discuss instructional issues, find solutions for challenges, determine next steps for educator learning

Reflect **2 or more team meetings**

7. Examine, analyse and evaluate results:

- **co-assess/evaluate student work, display results;**
- **decide, based on evidence, the extent to which the area of student need has been addressed**
- **reflect** on educator learning, decide next steps

DRAFT

Two factors critical to effective job-embedded learning are:

- Shared tri-level (i.e., board, school, classroom) responsibility for leading, supporting and monitoring job-embedded professional learning
- Team leaders whose training, ongoing learning and support is facilitated by board and school leaders

* Marzano, R. et al, (2001). *Handbook for Classroom Instruction that Works*, ASCD